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ABSTRACT

This study sought to determine if relationships exist among various factors pertaining to measured burnout and the life and teaching events perceived as stressors by practicing teachers. The subjects were 220 full-time public school teachers from five school districts, both urban and rural, divided evenly between elementary and secondary levels. The subjects were enrolled as master-level students in Research Methods and Educational Psychology classes. Instruments used included the "Teaching Events Stress Inventory" (Cichon and Koff, 1978), the "Life Events Inventory" (Holmes and Rahe, 1967), and the "Maslach Burnout Inventory" (Maslach and Jackson, 1981). The design and purpose of each of the instruments are described. In analyzing relationships, correlation coefficients were computed between each of the life/teaching events and each factor score obtained from the burnout scale. To facilitate these analyses, clusters of events were also used in preparing tables of correlates with the burnout factor scores. Life events as correlates of burnout factors are discussed first, followed by teaching events. Data illustrating relationships are presented in tables. A list of conclusions drawn from the study is presented in narrative form. (JD)

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RELATIONSHIPS AMONG BURNOUT FACTORS AND OCCUPATIONAL STRESSORS IN THE TEACHING PROFESSION

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RELATIONSHIPS AMONG BURNOUT FACTORS AND OCCUPATIONAL STRESSORS IN THE TEACHING PROFESSION

Introduction

Events encountered as individuals interact with their environment both in and out of the working situation have the potential of creating wear and tear on the human organism. Selye (1976) discussed the proposition that the stress one encounters is reflected by the wear and tear of life experiences. Selye's description of these "stressors" included both occupational as well as environmental factors such as "social and cultural stressors." Furthermore, he postulated that these life experiences leading to stress have cumulative health-threatening consequences. The issue of cumulative effects of stressors is also supported by Glass and Singer (1972) in their adaptive-cost hypothesis which focuses upon the requirement of cognitive work to deal with stressors.

The issue of life events and their possible negative effects upon human functioning has received much attention since Holmes and Rahe (1967) developed their "social readjustment scale" listing many of the events which one may typically encounter. Similarly, the concept of the events which one encounters in the teaching profession has received much attention in recent years (Cichon and Koff, 1978; Feshback and Campbell, 1978; Harmer, 1979; Kyriacon and Sutcliffe, 1978; and Mazer and Griffin, 1980). Implied, but not clearly discussed in most of these studies as well as more recent studies (Martray and Adams, 1981; Meza and Elliott, 1981) is the notion of negative cumulative effects of teaching events perceived as stressors.

In a recent publication in the American Educational Research Journal, Pettigrew and Wolf (1982) reject the notion that these events produce an additive effect leading to high degrees of stress. They reject this assumption based upon their own assumption that teaching events probably have only an

ephemeral effect as well as on the grounds of a general lack of clear-cut data to support the additivity assumption. A review of related literature supports Pettigrew's and Wolf's (1982) statement regarding the scarcity of data in that our literature review also failed to detect research producing empirical data supporting this assumption. In fact, few research studies could be located that attempted to assess the effects of teaching events other than to demonstrate that teachers experienced them.

Studies conducted which have attempted to assess the effects of teaching events generally have focused upon such variables as age, years of teaching experience, and sex (Kyriacon and Sutcliffe, 1978; Harmer, 1979; Blackwell, 1981; Martray and Adams, 1981; Meza and Elliott, 1981; Schnacke, Martray, and Adams, 1982). Although these studies did uncover certain trends and differences among experience, age, and sex groups, no clear-cut conclusions could be extracted indicating additivity with age and experience groups. In fact, various studies clearly demonstrated that younger age groups perceived experiencing higher degrees of stress than their older peers (Kyriacon and Sutcliffe, 1978; Harmer, 1979; New York State United Teachers' Research and Educational Services, 1979; Schnacke, Martray, and Adams, 1982).

Another avenue being explored by researchers in regard to the effects of stress is that of teacher burnout. Maslach's (1977) research indicated that deterioration in job performance in general can be attributed to burnout. Although Maslach's research was conducted with individuals who in general engage in "people work" or what has also been termed "human services," the findings might apply to the teaching profession which certainly could be classified as "people work." It is also interesting to note that the demographic data provided by Maslach (1981) indicated that individuals in the younger age categories reported experiencing higher degrees of emotional

exhaustion and depersonalization as well as lower degrees of personal accomplishment which are the factors contributing to burnout. Furthermore, a study reported by Borthwick et. al. (1981) supported this finding with a teacher sample reporting ". . . clear cut evidence that measured burnout is higher among younger faculty."

The importance of both life and teaching events and the burnout phenomenon has been established. However, if we are to gain a clear understanding of how the experiences of teachers effect their psyche and hence their performance, we perhaps must focus upon a three-step process of exploration. The first step of this process has received much attention recently in that this step involves describing and identifying the events which may have negative effects upon teachers as well as exploring the burnout phenomenon. The second step of this process has not been accomplished in the research literature. This step involves the exploration of the relationship among the events encountered by teachers in their personal and professional lives and the factors which have been identified as contributing to burnout. No studies could be located in the literature which have attempted to explore the relationship of life and teaching event stressors with the burnout phenomenon.

The purpose of the present study was to determine if relationships do exist among various factors pertaining to measured burnout and the life and teaching events perceived as stressors by practicing teachers. If this can be accomplished, then we may move on to the third step of this progression which would be to explore the additivity or cumulative effect issue which has been raised earlier in this paper.

Methods

Subjects

The subjects utilized in this study were two hundred and twenty full time public school teachers from school districts in five western Kentucky counties. The counties from which the subjects were drawn were characterized as both urban and rural. The subjects were enrolled as master-level students in Research Methods and Educational Psychology classes and were distributed, by grade level taught, in virtually equivalent proportions: 46% were elementary; 47% were secondary. Fifteen of the participants failed to indicate level taught. They were assumed to be multilevel or itinerary teachers.

Equivalent proportions were also found with regard to number of years teaching experience. Thirty-two percent were within the 1-5 year teaching experience range; thirty-five percent were in the 6-10 year range; and thirty-three percent were in the eleven and above range of teaching experience.

While the sampling procedure used in this study precluded generalizability beyond this sample, summary statistics did indicate that the data collected on life events stressors and teaching events stressors were similar to data obtained in previous studies (Martray and Adams, 1981; Schnacke, Martray and Adams, 1982) of teacher stress in the same and adjacent geographic areas.

Data Collection Procedures

The public school teachers enrolled in graduate level courses during the Spring semester of 1982 were advised of the nature of the study and told that their participation would be strictly voluntary. In addition, they were informed that their involvement in the study would contribute to a larger effort to assess the experience that burnout represents for teachers in the state of Kentucky. Cooperation and support was obtained from the majority of the teachers.

Subjects received a packet containing a demographic sheet and three instruments with instructions. At each setting subjects were asked to read the instructions carefully before responding. They were permitted to complete the instruments within a three-day period and return the completed forms to the course instructor in an anonymous sealed envelope. All data were collected during a two-week period in the Spring 1982 semester.

Instrumentation

Instruments used in this study included the Teaching Events Stress Inventory (Cichon and Koff, 1978), the Life Events Inventory (Holmes and Rahe, 1967), and the Maslach Burnout Inventory (Maslach and Jackson, 1981). The instructions provided with each instrument were supplemented by such additional instructions as would enable each participant in the study to self-administer the instruments.

The Teaching Events Stress Inventory (TESI) is a thirty-six item instrument developed by Cichon and Koff (1978) to determine the sources and levels of task-based stress experienced by teachers. In its original form the instrument utilized a 0 to 1000 point scale with the first item, "The first week of the school year," assigned the arbitrary value of 500. This process was similar to that employed by Holmes and Rahe (1967) in an earlier study. In that study life events were used as stressors.

In the present study the TESI was modified by using a Likert-type seven-point scale as the response set for each of the thirty-six items. Teachers were instructed to respond to the items as they applied to them at the time they were responding to the instruments. A zero (0) category was also a response option if the respondent did not perceive experiencing the event during the past year.

Factor analyses of the TESI have yielded three factors in addition to the scores available from the individual items. The factors were labeled as: (1) Personal Security (items 3, 12, 16, and 21); (2) Management Conflict (items 2, 6, 7, 11, 13, 23, 29, and 34); and (3) Teaching Tasks (items 5, 10, 14, 19, 20, 22, 27, and 30).

The Life Events Inventory (LEI) is a forty-one item modified version of the Social Readjustment Scale developed by Holmes and Rahe (1967). In its original form the instrument measured stress by adding the total of weighted items indicating readjustment to life changes required of an individual. However, for this study the instrument was modified to a seven-point Likert type scale. That modification allowed for consistency in format in responding to and in the scoring of the TESI and the LEI. Subjects were asked to respond to each item as it currently applied to their situation. Again, a zero response category was provided for respondents not perceiving the event as a stressor during the year.

The Maslach Burnout Inventory (MBI) is an instrument designed to assess three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal accomplishment. Each aspect is measured by a separate subscale. The Emotional Exhaustion subscale assesses feelings of being emotionally overextended by one's work. The Depersonalization subscale measures an impersonal, apathetic response towards recipients of one's instruction. The Personal Accomplishment subscale assesses feelings of satisfaction with one's achievements at work. Each subscale has two dimensions: frequency (how often teachers have these feelings) and intensity (the strength of these feelings).

Burnout is conceptualized by Maslach and Jackson (1981) as a continuous variable ranging from low to moderate to high degrees of experienced feeling. Thus, a high degree of burnout would be reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the

Personal Accomplishment subscale. Moderate and low degrees of burnout are reflected respectively in moderate and low scores on the appropriate subscales. Twenty-two Likert-type items comprise the MBI.

Summary Analyses

The major thrust of this research was to identify relationships among factors believed to measure teacher "burnout" and both personal and professional "events" thought to be stressors. Before discussing these relationships a summary analysis of the data is provided and discussed from two perspectives. First, the items referred to as events or stressors were grouped into clusters to enable a more logical interpretation of these variables. These items were described by frequency of response, mean item score and standard deviation for both elementary and secondary teachers. These analyses allowed for interpretation of the stressors as to frequency of occurrence, intensity of the stressor and the variation among stressors for each of these two groups of teachers.

Second, the total group means obtained from items in the Teaching Events Stress Inventory were ranked according to intensity of the stressors. These ranked items were then contrasted to data obtained from three other current studies on teacher stress. This procedure allowed for the determination of the consistency of findings of this sample of teachers when compared to previous research studies. This procedure was considered important due to the non-random process used in selecting teachers for this study.

Each of the three sets of measures obtained for this study are described and discussed in the following pages. A discussion of the contrast across studies of teacher stress will conclude this section.

Life Events

Items from the modified Life Events inventory were grouped into four clusters: 1) Work and Financial Related Items, 2) Non-Work Related Trauma Items, 3) Spouse and Family Related Items, and 4) Depression Symptom Items. Summary analyses for items in these four groups appear in Table 1 through Table 4.

Table 1: Summary Analysis of Life Events--Work and Financial Related Items for Elementary and Secondary Teachers

Item	Elementary			Secondary		
	f	$\bar{X}$	S	f	$\bar{X}$	S
8. Fired	20	4.00	2.03	6	6.33	0.82
10. Retired	0	0	0	5	2.40	1.50
15. Business	23	4.57	1.44	19	3.84	2.06
16. Change in Financial State	41	4.17	2.06	50	3.76	2.08
18. Change in Line of Work	16	4.81	1.68	15	3.87	1.96
20. Mortgage - Large	33	4.04	1.45	39	3.18	2.00
21. Mortgage or Loan Foreclosure	1	7.00	0	4	5.00	2.16
22. Change in Work Responsibilities	34	4.32	1.90	34	3.79	1.79
25. Outstanding Pers. Achievement	22	3.14	1.61	26	3.35	1.92
26. Spouse's Work Status	4	5.25	2.22	14	3.21	1.76
29. Trouble with Boss	21	4.19	2.13	19	3.42	2.06
30. Work Hours or Conditions	26	4.08	2.06	32	3.69	1.97
35. Mortgage or Loan	21	3.48	1.50	16	2.44	1.86
	n = 101			n = 104		

Table 2: Summary Analysis of Life Events--Non Work Related Trama Items for Elementary and Secondary Teachers

Item	Elementary			Secondary		
	f	$\bar{X}$	S	f	$\bar{X}$	S
1. Death of Spouse	0	0	0	2	5.00	1.41
4. Jail Term	0	0	0	4	6.25	0.96
5. Death in Family	30	5.20	1.94	29	5.45	1.45
6. Injury or Illness	37	5.00	1.80	37	4.49	1.91
17. Death of Friend	13	5.38	1.33	18	4.33	1.68
31. Change of Residence	14	3.29	1.44	17	4.06	1.89
39. Vacation	42	2.81	1.89	45	2.58	1.74
40. Christmas	65	3.51	2.06	61	3.18	1.78
41. Minor Law Violations	9	3.78	2.05	14	2.71	2.02
	n = 101			n = 104		

Table 3: Summary Analysis of Life Events--
Spouse and Family Related Items for
Elementary and Secondary Teachers

	Elementary			Secondary		
Item	f	$\bar{X}$	S	f	$\bar{X}$	S
2. Divorce	2	5.50	2.12	7	5.29	1.80
3. Marital Separation	4	6.50	1.00	7	5.57	1.62
7. Marriage	20	4.00	2.03	26	3.50	2.04
9. Marital Reconciliation	1	2.00	0	4	3.75	2.50
11. Family Health	40	4.98	1.79	42	4.69	1.60
12. Pregnancy	14	3.93	2.06	11	4.91	1.97
13. Sex Difficulties	26	4.19	1.72	34	3.50	1.94
14. New Family Member	16	4.25	1.95	22	3.55	2.15
19. Change in Arguments with Spouse	28	4.04	1.88	32	3.44	1.98
23. Child Leaves Home	8	4.88	2.75	12	2.92	1.83
24. Trouble with In-Laws	15	5.73	1.53	21	3.71	2.08
37. Family Get-togethers	31	3.55	1.65	32	3.19	1.84
	n = 101			n = 104		

Table 4: Summary Analysis of Life Events--
Depression Symptoms for Elementary and Secondary Teachers

Item	Elementary			Secondary		
	f	$\bar{X}$	S	f	$\bar{X}$	S
Change in:						
27. Living Conditions	26	3.62	1.86	32	3.94	2.03
28. Personal Habits	39	3.56	1.77	34	3.74	2.03
32. Recreation	27	3.44	2.03	22	3.73	1.72
33. Church Activities	27	3.29	1.94	27	3.52	1.63
34. Social Activities	35	3.51	1.85	36	3.22	1.62
36. Sleeping Habits	35	3.83	1.77	28	3.79	2.04
38. Eating Habits	54	3.81	1.84	41	3.20	1.89
	n = 101			n = 104		

As can be readily observed from these tables, the frequency of response to the majority of these items as stressors is low with only a few items having responses of 30 or more -- less than one-third of the sample for each group.

While the frequency of response to items were generally low, the intensity of the items were reasonably high. The number of items with a mean of 4.0 and above was 22 for elementary teachers and 12 for secondary teachers. While no formal statistical analyses were conducted to determine differences between teaching level, it would appear from the summary data contained in Tables 1-4 that elementary teachers perceived more work and financial events as intense stressors than did the secondary sample. However, secondary teachers indicated more Non-Work Related Trauma items as intense stressors than elementary teachers. More Spouse and Family Related Stressors had a mean ranking of 4.0 and above by elementary teachers than by secondary teachers. Neither elementary or secondary teacher groups rated items classified as Depression Symptoms as very intense, however these items were somewhat more frequently indicated as stressors than items in other groups.

Thus, it appears that life events or those events that occur in the personal lives of teachers are not reported as sources of stress by the majority of the teachers responding to the Life Events inventory. However, these are events which, when they occur, produce a fairly high intensity of stress for those individuals. It also appears that there may be some differences between elementary teachers and secondary teachers as to the type of events that produce stress with elementary teachers reporting more intense stressors in the categories of Work and Financial Related items and Spouse and Family Related items and secondary teachers reporting more events in the category of Non-Work Related Trauma as more intense stressors.

It should be noted that many of the items had such low frequency responses, i.e., were not applicable to the respondent at that time, that these items were not considered further in the analyses. They did not appear to occur often enough to be considered a major event in producing stress for teachers as a group. Examples of these events would be retirement, mortgage foreclosure, death of a spouse, jail term, divorce, etc. If the n-sizes of these variables were not at least 15, inclusion of these variables as correlates of teacher burnout was not considered.

Teaching Events

As with the life events, teaching events were grouped into four clusters of items. These clusters were 1) Management Conflict, 2) Teaching Tasks, 3) Personal Security, and 4) Interpersonal Relations. The Management Conflict cluster contained items that dealt with events under the control of school administration or administration-teacher relations. Teaching tasks were items that are generally considered as part of a teacher's teaching duties or responsibilities. Three items were grouped into the cluster Personal Security. A general category of Interpersonal Relations contained items in which the teacher was required to interact with individuals outside the classroom setting. Table 5 through Table 8 contains the summary analyses of the items in these clusters.

Frequency of response to the teaching events as expected was greater than for life events even though the frequency varied across items. No item had a response less than 15. Thus, teachers responded more often to teaching events as stressors than to life events as stressors.

The elementary teacher sample had 16 items with a mean rating at or above the 4.0 level in intensity while secondary teachers had 10 items with means at or above 4.0. Elementary teachers tended to rate teaching events in all

Table 5: Summary Analysis of Teaching Events--
Management Conflict for Elementary and Secondary Teachers

Item	Elementary			Secondary		
	f	$\bar{X}$	S	f	$\bar{X}$	S
2. Reorganization of Classes	92	4.17	1.84	98	3.52	1.81
4. Voluntarily Transferred	41	3.41	1.97	49	3.08	1.75
6. Notification of Unsatisfactory Performance	44	5.73	2.02	50	5.30	2.00
8. Preparation for a Strike	26	5.62	2.16	42	4.76	2.02
9. Change in Duties/Work Resp.	73	4.01	1.70	87	3.39	1.65
11. Involuntarily Transferred	51	6.12	1.26	48	5.42	2.06
13. Implem. Board of Ed. Goals	85	3.04	1.82	81	2.68	1.26
31. Principal's Intervention in Discipline	87	2.97	1.65	90	2.93	1.70
34. Promotion Denial	41	4.76	1.92	45	4.31	2.20
	n = 101			n = 104		

Table 6: Summary Analysis of Teaching Events--
Teaching Tasks for Elementary and Secondary Teachers

Item	Elementary			Secondary		
	f	$\bar{X}$	S	f	$\bar{X}$	S
1. First Week of School	93	4.61	2.11	97	3.78	1.95
5. Attend Inservice	89	2.78	1.88	90	3.06	1.97
7. Overcrowded Classroom	85	4.93	1.81	86	4.12	1.79
10. Conference with Principal/Sup.	88	3.45	2.05	91	2.88	1.64
12. Disruptive Children	96	4.94	1.69	101	4.39	1.74
14. Lesson Plans	93	2.33	1.46	91	2.48	1.56
15. Supervise Students out of Class	90	3.17	1.64	93	3.09	1.77
19. Talk to Parent About Child's Problem	98	3.40	1.64	96	3.26	1.62
20. Language Not English	19	4.42	1.92	31	3.10	1.70
22. Evaluation of Student Performance	93	3.54	1.68	98	2.98	1.66
23. Lack of Books/Supplies	85	4.34	1.86	88	3.66	1.79
25. Teaching Below Ave. Students	95	3.69	1.80	100	3.46	1.93
27. Additional Coursework for Promotion	74	4.93	1.99	84	4.37	1.94
28. Phys./Mentally Handicapped Student	52	3.98	2.04	55	3.40	1.67
30. Teacher/Parent Conference	93	3.44	1.81	96	2.72	1.50
32. Student Personal/Achievement Records	88	3.11	1.78	86	2.92	1.73
	n = 101			n = 104		

Table 7: Summary Analysis of Teaching Events--
Personal Security for Elementary and Secondary Teachers

	Elementary			Secondary		
Item	f	$\bar{X}$	S	f	$\bar{X}$	S
3. Colleague Assaulted	41	5.05	2.07	56	4.31	2.19
16. Threat with Personal Injury	40	4.73	2.31	51	4.39	2.19
21. Student Verbal Abuse	66	3.61	1.94	91	4.03	1.82
	n = 101			n = 104		

Table 8: Summary Analysis of Teaching Events--
Interpersonal Relations for Elementary and Secondary Teachers

Item		Elementary			Secondary		
		f	$\bar{X}$	S	f	$\bar{X}$	S
17.	Community Racial Issues	32	3.75	1.92	46	3.54	1.91
24.	Staff Racial Issues	20	3.55	1.88	40	3.15	2.05
29.	Disagree with Supervisor	53	4.43	2.09	68	3.43	1.67
33.	Research/Training Program From Outside School	48	2.85	1.89	55	2.60	1.51
35.	Student Racial Issues	35	3.09	1.80	42	3.26	1.64
36.	Disagree with Teachers	67	4.49	1.91	80	3.68	1.85
		n = 101			n = 104		

categories higher than did secondary teachers. Both elementary and secondary teachers reported the highest intensity stressors in the Management Conflict cluster. Elementary teachers reported six teaching tasks as intense stressors (mean above 4.0) while secondary reported three teaching task events as intense stressors. Both elementary and secondary teachers reported the same three teaching tasks stressors as the highest stressors: overcrowded classrooms, disruptive students, and taking additional coursework for promotion. Items in the cluster of Personal Security were generally perceived as high intensity stressors for both groups. The items indicating disagreement with teachers and supervisors were high intensity items for elementary teachers while none of the events in Interpersonal Relations received a mean rating above 4.0 for the secondary teacher sample.

In summary, teachers generally responded to teaching events as stressors more frequently than life events. Management Conflict and Personal Security items produced the more perceived intense stressors for elementary and secondary teachers while Teaching Tasks items were indicated more often experienced as stressors, but at lower levels of perceived intensity.

Burnout Scale Factors

The Maslach Burnout Inventory (MBI) produced six factors designed to assess three constructs believed to be related to the phenomenon termed burnout. These three constructs were defined as 1) Emotional Exhaustion, 2) Depersonalization, and 3) Lack of Personal Accomplishment. Both frequency of occurrence and intensity of the occurrence were assessed for each of the three constructs, thus providing the six factor scores. Table 9 contains the summary analyses of the six factor scores from the Maslach Scale. It should be noted that the frequency of occurrence (how often) for any item was rated on a 1-6 scale while the intensity (how strong) of the item was rated on a 1-7 scale. The factor scores were obtained by computing the mean of the items suggested by Maslach for each factor.

Table 9: Summary Analyses of Burnout
Scale Factors for Elementary and Secondary Teachers

	Elementary			Secondary		
Factor	f	$\bar{X}$	S	f	$\bar{X}$	S
Emotional Exhaustion Frequency	100	2.40	1.26	104	2.45	1.22
Emotional Exhaustion Intensity	98	3.02	1.43	104	2.22	1.36
Depersonalization Frequency	90	1.44	1.09	99	1.92	1.30
Depersonalization Intensity	88	1.83	1.39	99	2.53	1.42
Personal Accomplishment Frequency	101	4.68	0.88	104	4.18	1.00
Personal Accomplishment Intensity	99	4.94	0.94	104	4.62	1.03

The data reported in the MBI manual classified the ranges of the factor scores as to Lower (one-third), Moderate (one-third), and High (one-third). These data appear in Table 10. The ranges reported in Table 10 were obtained from data gathered from 1,901 individuals employed in the helping professions. While teachers were included in this developmental sample (12 percent of the sample were teachers) no data were available for the sub-sample of teachers. Thus, in comparing Table 9 and Table 10, the mean scores obtained from both elementary and secondary teachers generally fell into the moderate range of burnout, i.e., the middle third. However, by noting the standard deviations in Table 9, teacher scores ranged across all levels of the MBI.

The relationships between MBI factor scores were observed by computing Pearson r's between each part of factor scores. Table 11 contains these correlation coefficients. From this analysis it appears that the frequency and intensity of factors within each category, i.e., Emotional Exhaustion, Depersonalization, and Lack of Personal Accomplishment are highly related. However, Emotional Exhaustion factor scores and Depersonalization factor scores are only moderately related with Lack of Personal Accomplishment being independent of the other two factors.

Table 10: Categorization of MBI Factor Scores from the MBI Manual

MBI Subscale	Range of Experienced Burnout		
	Low (lower third)	Moderate (middle third)	High (upper third)
Emotional Exhaustion			
Frequency	1.89	2.00 - 3.22	3.33
Intensity	2.78	2.89 - 4.33	4.44
Depersonalization			
Frequency	1.00	1.20 - 2.20	2.40
Intensity	1.20	1.40 - 2.80	3.00
*Personal Accomplishment			
Frequency	5.00	4.88 - 4.25	4.13
Intensity	5.50	5.38 - 4.63	4.50

*Lack of Personal Accomplishment factor was negatively scaled.

Table 11: Intercorrelation Matrix for Burnout Scale Factor Scores for Total Teacher Group

	EEF	EEI	DPF	DPI	PAF	PAI
EEF	1.00	.822	.463	.450	-.056	-.115
EEI		1.00	.432	.612	-.104	.024
DPF			1.00	.673	-.326	-.243
DPI				1.00	-.157	-.090
PAF					1.00	.716
PAI						1.00

Contrast of Teaching Events Data Across Studies

Three papers were presented at the 1981 annual meeting of the Mid-South Educational Research Association in which data were presented that were obtained from the Teaching Events Stress Inventory. (Blackwell, 1981; Martray and Adams, 1981; Meza and Elliot, 1981.) These studies represented data obtained from teachers in the metropolitan area of New Orleans, Louisiana, rural southern Alabama, and rural Kentucky. In each study items were ranked by mean responses to each of the 36 items on the TESI.

Since the sample of teachers in this study were not randomly selected, it was not known if the responses were similar or dissimilar to responses obtained from other samples of teachers.

Tables 12 through 15 were constructed to contrast ranking of TESI items across the four studies. While some discrepancies existed across studies, generally the order of items were quite similar when based on mean ranking. While this analysis does not allow for generalizations to be made based on random selection, it does provide evidence that the sample used for this study is not greatly different from other samples of teachers for which data on TESI items have been gathered.

In addition to the above reason for contrasting the studies, the authors were impressed with the similarity of the findings across the four studies. It appears that the TESI items consistently are ordered by teachers in terms of intensity of responses and are also similar in terms of frequency of response.

Table 12: Ranking of Management Conflict Items Across Studies

	Kentucky 82		Louisiana 81		Alabama 81		Kentucky 81	
	R	f	R	f	R	f	R	f
1	10	203	13	98	11	-	11	266
2	14	205	14	92	14	-	14	266
4	24.5	98	32	14	36	-	32	87
6	2	102	1	78	1	-	1	113
8	3	71	5	6	26	-	7	68
9	18	170	20	94	15	-	17	201
11	1	106	3	11	3	-	2	109
13	33	176	11	47	31	-	33	211
31	31	188	17	84	27	-	29	226
34	8	93	6	55	8	-	6	108
	n = 205		n = 99		n = 332		n = 278	

Table 13: Ranking of Teaching Tasks Items Across Studies

	Kentucky 82		Louisiana 81		Alabama 81		Kentucky 81	
	R	f	R	f	R	f	R	f
5	32	193	36	94	35	-	23	260
7	7	181	10	84	5	-	3	220
10	26	192	23	99	21	-	27	209
12	5	211	8	97	2	-	5	267
14	35	197	35	92	33	-	36	234
15	27	196	28	96	23	-	21	237
19	22	208	22	98	22	-	24	256
20	20	52	27	61	18	-	22	72
22	23	204	29	98	32	-	25	249
23	12	186	15	87	13	-	10	236
25	19	209	26	97	20	-	20	252
27	6	169	30	74	25	-	9	181
28	17	119	21	49	19	-	19	178
30	28.5	203	25	99	28	-	28	239
32	30	188	34	90	29	-	31	227
	n = 205		n = 99		n = 332		n = 278	

Table 14: Ranking of Personal Security Items Across Studies

	Kentucky 82		Louisiana 81		Alabama 81		Kentucky 81	
	R	f	R	f	R	f	R	f
3	4	105	4	15	7	-	4	94
16	9	97	2	27	4	-	8	111
21	15	76	7	81	6	-	15	216
	n = 205		n = 99		n = 332		n = 278	

Table 15: Ranking of Interpersonal Relationships Across Studies

	Kentucky 82		Louisiana 81		Alabama 81		Kentucky 81	
	R	f	R	f	R	f	R	f
17	21	82	16	39	24	-	30	127
24	24.5	62	31	26	16	-	35	96
29	13	131	9	87	9	-	13	152
33	34	111	33	80	30	-	34	151
35	28.5	81	18	59	17	-	26	161
36	11	160	19	91	10	-	12	196
	n = 205		n = 99		n = 332		n = 278	

Analysis of Relationships

The primary purpose of this study was to investigate the relationships among life and teaching events thought to be stressors for teachers and factors on the Maslach Burnout Scale. Pearson product-moment correlation coefficients were computed between each of the life/teaching events and each factor score obtained from the burnout scale. To facilitate these analyses the clusters of events as described in Section III were also utilized in preparing tables of correlates with the burnout factor scores. Life events as correlates of burnout factors are discussed first, followed by teaching events.

Life Events as Correlates of Burnout Factor Scores

Of the 41 items contained in the Modified Life Events inventory, 19 produced correlation coefficients with teacher burnout factor scores that meet the following conditions: n-sizes of at least 15, significantly different from zero at the .05 level, and a magnitude of .300 or greater. The authors felt these conditions were necessary to identify meaningful correlates of teacher burnout factors.

Table 16 through Table 19 contain the correlation coefficients for the four categories of life events. The Financial and Work Related Events produced correlates with all burnout factors. From Table 16 it appeared that Emotional Exhaustion Factors were strongly related to events involving change in financial state and work conditions. Teachers who reported these items as more intense stressors scored higher in Emotional Exhaustion factors. The Depersonalization Intensity factor had the greatest number of correlates with Financial and Work Related Events. All of the correlations were for the secondary teacher sample. Thus, it appears that events that involve change in financial and working conditions are related to feelings of depersonalization among secondary teachers, but not for elementary teachers.

Table 16: Correlates of Teacher Burnout: Financial and Work Related Events from Life Events Inventory for Elementary and Secondary Teachers

		EEF	EEI	DPF	DPI	PAF	PAI
15.	Business Adj.	.587*	.350 .535*				
16.	Change in Financial State		.363*		.354*	-.330	
18.	Diff. Line of Work					-.452	-.508
22.	Resp. at Work Change		.315				
26.	Spouse's Work Status			.588*	.489*		
29	Trouble with Boss				.431*		
30.	Change in Work Hrs. or Conditions	.476*			.390*		
35.	Mortgage Less Than 10,000				.484*		

* Secondary

Table 17: Correlates of Teacher Burnout: Non-Work Related Trauma Events From Life Events Inventory for Elementary and Secondary Teachers

No.	Item	EEF	EEI	DPF	DPI	PAF	PAI
31.	Change of Residence	.499 .550*					
40.	Christmas		.328				

* Secondary

Table 18: Correlates of Teacher Burnout: Spouse and Family Relations Events From Life Events Inventory for Elementary and Secondary Teachers

		EEF	EEI	DPF	DPI	PAF	PAI
7.	Marriage	-.398	.439*				
11.	Change in Health of Family Member		.300*		-.350		
13.	Sex Difficulties					-.338	
37.	Change in Family Get-Togethers		.534*		.355*		

* Secondary

Table 19: Correlates of Teacher Burnout: Depression Symptoms from Life Events Inventory for Elementary and Secondary Teachers

		EEF	EEI	DPF	DPI	PAF	PAI
13.	Sex Difficulties					-.338	
27.	Change in Liv. Cond.		.445*		.500*		
32.	Recreation Change	.364	.384		.361		
33.	Church Act. Change	.379	.363	.487			
34.	Change in Social Act.	.309*	.409*	.356*	.448*		
38.	Change in Eating Habits	.356	.300				

* Secondary

Two items were related to Lack of Personal Accomplishment for elementary teachers. These items dealt with change in financial state and type of work. The negative correlations were due to the negative wording of the items for this factor. Thus, elementary teachers who responded to items of financial change and change in line of work as higher stressors had greater feelings of lack of personal accomplishment.

Only two items from the Non-Work Related Trauma cluster of items related to Teacher Burnout Factors. "Change of Residence" and "Christmas" were the events that related to Emotional Exhaustion. In particular, it appears when a change in residence occurs it is a factor in the feelings of emotional exhaustion for both elementary and secondary teachers.

Four items from the Spouse and Family Relations events were related to Teacher Burnout Factors. Marriage, health of family, and change in the number of family get-togethers were related to Emotional Exhaustion. Health of family and family get-togethers were also related to feelings of Depersonalization. The item pertaining to the experiencing of sex difficulties was related to feelings of Lack of Personal Accomplishment. Two of the correlation coefficients were in the opposite direction than expected and both were for the elementary teacher sample. Marriage was negatively related to Emotional Exhaustion and change in family health was negatively related to feelings of Depersonalization. This would indicate that when these events occur they may tend to decrease the onset of teacher burnout for elementary teachers, but not for secondary teachers. However, these findings are inconsistent and have no apparent explanation.

The last cluster of Life Events was Depression Symptoms and produced the most consistent set of correlates from this set of items. It would appear that change in personal habits and activities relate consistently to Emotional Exhaustion and Depersonalization. Whether these changes are the result of

increased feelings of Emotional Exhaustion and Depersonalization or vice versa or whether they are both symptoms related to some other variable(s) is not known. It does indicate that as teachers report changes in their personal life as stressors, they also report more intense and more frequent feelings of emotional exhaustion and depersonalization.

Teaching Events as Correlates of Burnout Factor Scores

Twenty-two of the thirty-six Teaching Events were related to one or more of the Burnout Factor Scores. All but three of the items were in the Teaching Events clusters of Management and Teaching Events. Tables 20 and 21 contain the correlations for these two clusters. The other three correlates are reported as they are discussed.

Management conflict events were related primarily to Emotional Exhaustion factor scores and most frequently for elementary teachers. Only the item "Preparing for a strike" was related to feelings of Depersonalization and Lack of Personal Accomplishment. It should be noted, however, that in all cases these correlations were inverse to the expected direction, i.e., the event of preparing for a strike appeared inversely related to the feelings of Depersonalization and Lack of Personal Accomplishment. These findings would indicate that as teachers prepare for a strike they indicate less intense and frequent feelings of Depersonalization and Lack of Personal Accomplishment.

For secondary teachers only the item of Denial of Promotion was related to Emotional Exhaustion. However, the elementary teacher sample provided a consistent pattern of correlates with Management Conflict events and Emotional Exhaustion indicating that as elementary teachers perceive management controlled events as greater stressors, they also indicate more intense and frequent feelings of Emotional Exhaustion. While cause and effect relationships cannot be inferred from these analyses, it would seem feasible that Management Conflict

Table 20: Correlates of Teacher Burnout: Management Conflict Events from the Teaching Events Stress Inventory for Elementary and Secondary Teachers

		EEF	EEI	DPF	DPI	PAF	PAI
4.	Voluntary Transferred	.302					
8.	Preparing For Strike				-.347	.317*	.380 .435*
9.	Change in Work Resp.	.386	.414				
11.	Invol. Transferred	.346	.442				
13.	Board of Ed. Goals	.304					
31.	Seeking Prin. Intervention		.315				
34.	Denial of Promotion		.328*				

* Secondary

Table 21: Correlates of Teacher Burnout: Teaching Tasks from the Teaching Events Stress Inventory for Elementary and Secondary Teachers

Teaching Tasks		EEF	EEI	DPF	DPI	PAF	PAI
1.	1st Week	.414	.391				
10.	Conf. with Principal	.346	.407				
12.	Managing Disrup. Child	.350*	.438*	.306	.304 .374*		
14.	Dev. Daily Lesson Plans	.391 .303*	.380 .322*		.343*		
15.	Supervising Students Out of Class	.303	.407 .363*	.352			
19.	Talk to Parents About Child Problems	.337*	.341 .422*	.310	.356		
20.	Students Lang. Not Eng.			.458			
22.	Eval. Students Perf.	.420*	.456*		.383*		
23.	Lack of Books & Supplies		.316				
25.	Teach Below Ave. Students		.311*			-.337*	
27.	Taking Add. Coursework	.376		.369	.372		
28.	Teach Phys. or Mentally Handicapped	.305	.332				
30.	Teacher-Parent Conf.	.330*	.412*		.424*		

* Secondary

in the elementary school setting is a source of stress that may produce feelings of Emotional Exhaustion, a prime component of burnout.

The most consistent pattern of correlates with Burnout Factor Scores occurred for Teaching Tasks. The items related to the tasks and responsibilities that are expected of teachers were consistently related to Emotional Exhaustion and to a lesser degree Feelings of Depersonalization. Only one task, "Teaching below average students," was related to feelings of Lack of Personal Accomplishment. In all cases the Teaching Tasks events were positively related to Emotional Exhaustion and feelings of Depersonalization indicating that these Teaching Task events may be contributors to teacher burnout.

A closer examination of the items revealed that many of the teaching task events were perceived by teachers as low intense stressors, but were often indicated as stressors. For example, Daily Lesson Plans, Supervision of Students out of Class and Parent Conferences had mean ratings below 4.0. However, the more intense stressors of "First Week of School," "Managing Disruptive Children," and "Taking Additional Coursework for Promotion" also were stressors. It would thus appear that teaching events, whether low or high intensity stressors, are related to and possible contributors to Emotional Exhaustion and feelings of Depersonalization. These findings suggest that teacher burnout may be related to an accumulation of stressors that are an inherent part of teaching.

Only one event from the Teaching Events cluster of Personal Security was identified as a correlate of the Burnout Factor Scores. "Colleague Assaulted" was related to feelings of Depersonalization ($r=.303$). Since this was the only correlation coefficient to meet the conditions for a correlate, it was felt that this category of teaching events was not a major contributor to teacher burnout. Similarly, the cluster of Interpersonal Relations produced only one correlate with Teacher Burnout Factors. "Student Racial Issues" was correlated with the factor Lack of Personal Accomplishment ($r=.366$). This cluster of events was also dismissed as being important contributors to teacher burnout.

Conclusions

The major purpose of this research study was to investigate the relationships between potential life and work related stressors and measures of teacher burnout. The lack of scientific sampling procedures utilized prohibits generalizing the results to a specified population. However, the similarity of measures of the teaching events stressors obtained from teachers in this study when compared to other recent studies of teacher stress suggests this sample is not atypical. Given the limitations of this study the following conclusions were drawn:

1. Life events that involve financial or work related changes or situations were correlates of emotional exhaustion and depersonalization factors primarily for secondary teachers. While the frequency of these life events was small, those secondary teachers indicating financial and work items as more intense stressors also had more frequent and intense feelings of emotional exhaustion and depersonalization. There was some evidence that elementary teachers who experienced financial and work change as stressors had feelings of lack of personal accomplishment.
2. Only two of the nine non-work related trauma items of the Life Events Inventory were correlates of burnout. The degree of stress resulting from a change of residence was related to feelings of emotional exhaustion. Christmas was also a correlate of emotional exhaustion for elementary teachers. This area of life events failed to produce a meaningful pattern of correlates with burnout factors.
3. Many of the stressors in the Spouse and Family Relations category of Life Events had such low frequency of occurrence they were not considered for analysis as correlates of teacher burnout. Secondary teacher data produced three correlates with emotional exhaustion: Marriage, Change in health of family member and family get-togethers appeared to contribute to emotional

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exhaustion for secondary teachers. Elementary data were mixed and did not present a clear pattern of responses.

4. The most consistent life events correlates with emotional exhaustion were those events which indicated changes in social and personal life style. It is important to note that these life events are characteristic of events which have been associated with the emotional state of depression and other psychological reactions. Although teachers did not rate these events as high intensity stressors, the pattern of correlations between these events and emotional exhaustion was evident. It would thus appear that the Emotional Exhaustion factor is sensitive to changes in ones life style and may indicate problems in personal or professional functioning. These items were also related to feelings of depersonalization, but not as consistently as for emotional exhaustion.
5. Stressors from the Teaching Events categories of Personal Security and Interpersonal Relations failed to produce a consistent pattern of correlates with teacher burnout factor scores.
6. Elementary teacher data revealed a consistent pattern of correlates for Emotional Exhaustion among the items contained in the Teaching Events category Management Conflict. The degree of stress indicated for items that required the teacher to change their teaching environment and/or work responsibilities were positively related to reported increased feelings of Emotional Exhaustion for elementary teachers.
7. Preparation for a strike had low response rates from teachers in this sample. However, the intensity of stress was high for those teachers responding. The relationship between preparation for a strike and feelings of depersonalization and lack of personal accomplishment were negative. These findings

suggested that teachers who feel more intense stress from preparation of a strike have less feelings of depersonalization and lack of personal accomplishment.

8. The Teaching Events category that produced the most consistent pattern of correlates for feelings of Emotional Exhaustion and Depersonalization was Teaching Tasks. Teachers who reported teaching tasks as more intense stressors also tended to report more intense feelings of Emotional Exhaustion and Depersonalization. The stressors related to the burnout factors were both high and low intensity stressors. Thus, the low intensity stressors may be contributors to teacher burnout as well as the more intense stressors.

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